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ABSTRACT

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a computer electronics technology (computer service technician) program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for computer electronics technology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: (1) program implementation; (2) instructional resources (a listing of 26 print materials, along with publishers' addresses); (3) facility design for computer electronics technology laboratories and classrooms, equipment, safety, maintenance, and liability; and (4) teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the computer electronics technology field. (KC)

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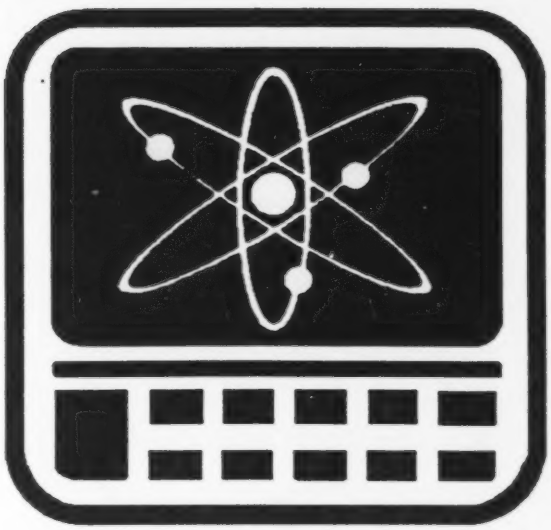

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

COMPUTER ELECTRONICS TECHNOLOGY

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INTRODUCTION

Vocational education meets the needs of students desiring to pursue a selected vocation and is designed to provide training that is realistic in meeting present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. This has made vocational training programs more attractive as an educational option. The new technologies require well-trained workers to carry out both standardized and specialized procedures, and whose training foundations have given them the capacity to keep pace with continuing technology demands.

The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. Vocational training programs can keep pace with the demands of new industrial patterns and can provide the opportunity for many of our citizens to gain financial stability and an improved sense of self worth. Therefore, it is necessary to create exemplary vocational programs and to make those programs consistent throughout the state.

This Program Guide identifies primary concerns that should be considered in the organization, operation and evaluation of a vocational education program. It has been developed to provide useful information to local school district and community college administrators, instructors, program advisory committees, regional coordinating councils and others charged with the responsibility of offering vocational education programs.

OCCUPATIONAL DESCRIPTION

A principle occupational title is identified for each vocational training program. This title is validated by the United States Department of Labor Dictionary of Occupational Titles (DOT) or other appropriate references. Such references may be the United States Department of Commerce Standard Occupational Classification Manual (SOC), the Occupational Employment Statistics Survey Dictionary (OES), or Vocational Preparation and Occupations (VPO) prepared by the National and State Occupational Information Coordinating Committees. Information obtained from industry advisory committees may also be used to validate the principle occupational title. The job title and code number for this program are listed in the curriculum framework which accompanies this guide.

The United States Department of Labor Dictionary of Occupational Titles (D.O.T.) identifies the job title for this occupational area as follows:

D.O.T. JOB TITLE	D.O.T. CODE
Computer Service Technician	003.161-014

The definition (description) for this job title is taken from the D.O.T. for easy reference.

COMPUTER SERVICE TECHNICIAN.

Applies electronic theory, principles of electrical circuits, electrical testing procedures, engineering mathematics, physics and related knowledge to lay out, build, test, troubleshoot, repair and modify developmental and production electronic equipment, such as computers, missile-control instrumentation and machine tool numerical controls: Discusses layout and assembly problems with ELECTRONICS ENGINEER (profess. & kin.) and draws sketches to clarify design details and functional criteria of electronic units. Assembles experimental circuitry (breadboard) or complete prototype model according to engineering instructions, technical manuals and knowledge of electronic systems and components and their functions. Recommends changes in circuitry or installation specifications to simplify assembly and maintenance. Sets up standard test apparatus or contrives test equipment and circuitry and conducts functional, operational, environmental and life tests to evaluate performance and reliability of prototype or production model. Analyzes and interprets test data. Adjusts, calibrates, alines and modifies circuitry and components and records effects on unit performance. Writes technical reports and

develops charts, graphs and schematics to describe and illustrate systems operating characteristics, malfunctions, deviations from design specifications and functional limitations for consideration by professional engineering personnel in broader determinations affecting systems design and laboratory procedures. May operate bench lathes, drills and other machine tools to fabricate nonprocurable items, such as coils, terminal boards and chassis. May check out newly installed equipment in airplanes, ships and structures to evaluate system performance under actual operating conditions. May instruct and supervise lower grade technical personnel. May be designated according to specialization in electronic applications as COMPUTER-LABORATORY TECHNICIAN (profess. & kin.); DEVELOPMENT-INSTRUMENTATION TECHNICIAN (profess. & kin.); ELECTRONIC-COMMUNICATIONS TECHNICIAN (profess. & kin.); ELECTRONIC TECHNICIAN, NUCLEAR REACTOR (profess. & kin.); ENGINEERING-DEVELOPMENT TECHNICIAN (aircraft-aerospace mfg.); SYSTEMS-TESTING-LABORATORY TECHNICIAN (profess. & kin.).

PROGRAM CONTENT

The Division of Vocational, Adult, and Community Education, as required by State Board of Education **(S.B.E.) Rule 6A-6.0571**, publishes Vocational Education Program Courses Standards annually. This document specifies the minimum program content for the operation of a vocational training program for the occupational titles listed. Each program identified in the Florida Department of Education Course Code Directory is required to establish course standards. The standards for each vocational offering are comprised of two major components: (1) Curriculum Framework and (2) Student Performance Standards.

Curriculum Framework (CF)

The Curriculum Framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts and intended outcomes. The program requirements stipulated in the curriculum framework have been approved by the State Board of Education and are the legal bases for delivery of instruction.

Student Performance Standards (SPS)

The Student Performance Standards are a resource list of job-specific competencies. This list is generated and approved by industry experts and becomes the basis for curriculum development in vocational programs. Local school districts and community colleges must, by law, adopt student performance standards for their vocational programs. They may, at their discretion, adopt the list provided or develop their own as long as there is sufficient content to address each intended outcome. A program may provide instruction beyond the minimum specified in the SPS if desired. The decision to do this should be based on local industry needs. However, the minimum must be presented.

The SPS for secondary level programs contain a third component, course structure. This component specifies the number of courses required for program completion and the content of each course. The courses may be taught in any sequence, but the content may not be changed unless approved by the Division of Vocational, Adult, and Community Education.

The curriculum framework and student performance standards are intended for use as a guide, not a teaching tool. Teachers or curriculum development personnel are expected to develop or select complete curriculum materials for their training programs based on the curriculum framework and student performance standards. Each intended outcome and SPS should be thoroughly analyzed for related cognitive and procedural subskills. The curriculum framework and student performance standards are presented in the following pages.

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1991

PROGRAM TITLE: Computer Electronics Technology

CODE NUMBER: Secondary _____ Postsecondary EER0420

Florida CIP 0647.010400

SECONDARY SCHOOL CREDITS __ COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVELS(S): __ 7-9 __ 9-12 _X_ Postsecondary Adult Vocational

__ Postsecondary Vocational _X_ Other 30, 31

CERTIFICATION COVERAGE: COMP SVC 7 ELECTRONIC 7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as data processing equipment repairers (85705606) and computer service technicians (003.161-014). This program also provides supplemental training for persons previously or currently employed in this occupation.

The course content includes, but is not limited to, installation, programming, operation, maintenance and servicing of computer systems; and diagnosis and correction of operational problems in computers arising from mechanical, electrical or electronics malfunctions.

The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices.

II. LABORATORY ACTIVITIES: Shop or laboratory activities are an integral part of this program. These activities provide instruction in the use of tools, equipment, materials and processes found in the industry. Students will use various types of precision test equipment for analyzing, troubleshooting and repairing computer circuitry.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc. is the vocational student organization which reinforces classroom instruction by providing communications, leadership, human relations and employability training experiences. It also reinforces specific vocational skills. When provided, these activities are considered an integral part of this program.

The cooperative method of instruction may be utilized for this program. When the cooperative method is offered, the following is required for each student: a training plan signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

Electronic Technology and/or Electronic Engineering Technology are prerequisites for entry into this electronic specialization. Algebra is recommended as a prerequisite for entry into this program.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 10.0, Language 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific proram or course articulation agreements with each other.

This program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643. F.S.

The typical length of this program for the average achieving student is 600 hours.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate proficiency in computer systems architecture.
02. Demonstrate proficiency in software fundamentals.
03. Demonstrate proficiency in communication interfacing
04. Demonstrate proficiency in peripheral equipment.
05. Demonstrate proficiency in site requirements and considerations.
06. Demonstrate proficiency in customer relations.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1991

PROGRAM AREA: Industrial SECONDARY NUMBER:

PROGRAM TITLE: Computer Electronics Technology POSTSECONDARY NUMBER: EER0420

01.0 DEMONSTRATE PROFICIENCY IN COMPUTER SYSTEMS ARCHITECTURE--The student will be able to:

- 01.01 Draw and explain systems configurations in block detail.
- 01.02 Interpret computer acronyms.
- 01.03 Identify and define priorities and interrupts at system level.
- 01.04 Define and list direct memory access handling systems.
- 01.05 Define functions of advanced memory techniques (e.g. virtual, pipeline, cache).
- 01.06 Troubleshoot a microcomputer system.

02.0 DEMONSTRATE PROFICIENCY IN SOFTWARE FUNDAMENTALS--The student will be able to:

- 02.01 Load and run operating system software.
- 02.02 Load and run diagnostic software and utilities.
- 02.03 Construct flow charts.
- 02.04 Analyze flow charts.
- 02.05 Identify and define computer languages and their uses.
- 02.06 Write a simple computer program in BASIC.
- 02.07 Read a PROM.
- 02.08 Erase and program an EPROM.
- 02.09 Analyze firmware concepts.
- 02.10 Troubleshoot firmware using defined hardware.
- 02.11 Analyze firmware writing concepts.

03.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION INTERFACING--The student will be able to:

- 03.01 Identify and define serial and parallel interface standards.
- 03.02 Identify, define and configure sync and async devices.
- 03.03 Demonstrate the use of interface devices.
- 03.04 Identify and define networking levels.
- 03.05 Identify and define protocols.
- 03.06 Troubleshoot and repair network systems.
- 03.07 Identify and define multiuser systems.

04.0 DEMONSTRATE PROFICIENCY IN PERIPHERAL EQUIPMENT--The student will be able to:

- 04.01 Install, analyze and troubleshoot interface controllers.
- 04.02 Install, analyze and troubleshoot display terminals.
- 04.03 Install, analyze and troubleshoot printer.
- 04.04 Install, analyze and troubleshoot magnetic tape equipment.
- 04.05 Install, analyze and troubleshoot disk drive equipment.
- 04.06 Define environmental requirements for peripherals and media.

05.0 DEMONSTRATE PROFICIENCY IN SITE REQUIREMENTS AND CONSIDERATIONS--The student will be able to:

05.01 Apply effective customer relations.
05.01 Follow installation procedures.
05.02 Calculate and determine power requirements.
05.03 Calculate and determine environmental requirements.
05.04 List and perform preventative maintenance techniques and requirements.

06.0 DEMONSTRATE PROFICIENCY IN CUSTOMER RELATIONS--The student will be able to:

06.01 Describe effective listening techniques.
06.02 Describe techniques for instilling customer confidence.
06.03 Describe techniques for keeping the customer informed.
06.04 Demonstrate proper follow-up techniques.

PROGRAM IMPLEMENTATION

It is the teacher's responsibility to ensure that students learn how to competently perform the tasks specified in the course objectives. Therefore, the teacher must lead the students through the learning experiences in a course, motivate students, act as a role model for students, and at times, function as a guidance counselor and placement coordinator. This leadership role requires the teacher to participate in many of the activities required for program implementation. The teacher must select the methods of instruction that best apply to students' ability levels, measure student achievement and provide feedback. Key factors that must be considered when implementing this program are addressed below.

TEACHER CHARACTERISTICS

Subject Knowledge

The teacher must be a subject matter expert who is able to implement sound instructional methods and evaluate student performance. He/she must have significant work experience in the industry/vocational field and be able to communicate that knowledge to the students.

Instructional Delivery

The teacher's role in the learning process is to motivate and lead the student as well as impart subject matter knowledge. In order to maximize student learning, the use of a variety of instructional methods is encouraged. Because teaching styles vary greatly, teachers are highly encouraged to "pick and choose" from various methods or to combine methods for maximum benefit to students. Some of the more traditional methods used are lecture, demonstration and small group instruction. Other teaching methods which are suggested for further exploration include individualized self-paced, open-exit/open-entry, contract, computer based and competency based instruction. The focus of Competency Based Vocational Education (CBVE) is to ensure that each student can competently perform tasks specified before progressing to more complex skills.

CONVENTIONAL INSTRUCTIONAL METHODS

A vocational program may require a portion of the instruction to be presented in a standard lecture or controlled demonstration format. These methods of instruction can be easily combined with instructor controlled step-by-step practical exercises. Some instructional activities may dictate that this instructional approach be used to introduce students to hazardous equipment often utilized in vocational training. In most situations, students should be required to perform specified activities to achieve maximum skill competency. If mastery of a task is required, competency based education methods may be more appropriate. However, if the training activity involves an orientation or a seldom performed, non-essential task, conventional instructional methods may be more effective. Teachers are encouraged to use a variety of instructional methods to best meet instructional objectives.

Instructional Development

Teachers often must develop and select their own teaching and curriculum materials. In developing a comprehensive curriculum, instructional objectives based upon both the performance and cognitive domain must be included. When developing curriculum materials, teachers must use the curriculum framework (CF) and student performance standards (SPS) contained in this program guide as a basis. These materials delineate minimim program content which must be presented for an approved vocational training program. However, they are not intended for use as a comprehensive curriculum. Be certain not to adapt the curriculum to available materials, but select only those materials which can be adapted to the curriculum.

Instructional Measurement

Teachers must select testing methods that support the instructional delivery system used. Teachers must be competent to develop, administer and evaluate written and performance type tests.

Student Admissions Criteria

Providing the student the opportunity to successfully complete a vocational education program, in any institution, should be the primary concern of the instructional effort. Therefore, it is very important to direct planning and effort into identifying and selecting students with excellent potential for success in the educational program and in the occupation. The school's primary task is to prepare people for fulltime, entry-level positions as technicians or, in the case of those with more experience, as managers.

The Course Code Directory, specifies grade levels at which occupational programs are offered. Specific student admissions criteria which are required by the State and local educational agencies for the Computer Electronics Technology training program are illustrated as follows.

SPECIFIC ADMISSIONS CRITERIA

Minimum Age:	As required by state and local policy
Physical Requirements:	None
Special Requirements:	None
Minimum Basic Skills Math Level:	* 10.0
Minimum Basic Skills Language Level:	* 9.0

* This grade level requirement is specified in the Curriculum Framework and is applicable to postsecondary level programs of 450 hours or more only. There is no minimum basic skill requirement for secondary programs.

THE STUDENT PROFILE

Developing a student profile is an important step in program implementation. Attention should focus on student characteristics that can be remediated within a training program, but could create serious impediments to success in the vocational field. Typical of these would be deficiencies in communication and mathematical skills. The basic skill levels can be measured by testing. Test results can then be used to direct the student to more suitable training which matches his or her skill level, or to determine supplemental training which may be required to increase chances for student success.

High school and postsecondary vocational students can be admitted to a vocational program upon request if they meet any specified prerequisites, such as physical or basic skill requirements. Training programs should be accessible to as many students as possible. Training programs are designed to prepare students for employment upon graduation, or serve as prerequisite to a postsecondary program.

The community college can be more selective and establish stringent admission standards. This may be done by assessing applicants or by recruiting potential students who meet the established prerequisite requirements of the training. The program advisory committee can design a profile of the potentially successful student. The profile should contain a

list of qualities, traits and aptitudes that will indicate a higher potential for student success. Acceptable levels for these traits must also be determined. For example, the qualities deserving highest attention, mechanical ability and cognitive aptitude, are those which the educational program itself will not likely be able to influence, although these traits should have considerable weight in establishing the basic profile. Deficiencies in mathematical or communication skills may lend themselves to improvement through related instruction while the student is enrolled in the program. The following example illustrates specific qualities to consider when establishing the student profile:

Mechanic/Technician--Service

- Knowledge of basic tools and equipment used by mechanics/technicians
- Ability to analyze and solve mechanical and technical problems
- Ability to interpret written mechanical/technical materials
- Ability to interpret mechanical/technical drawings
- Mechanical dexterity

Mechanic/Technical Service Management

- Basic application of service
- Business skills
- Ability to work with people
- Communication skills
- Leadership

QUALIFYING AND PRETESTING

Assessing potential students for vocational programs is an integral part of the recruiting process since considerable amounts of time and money will be spent on students entering training. Recruiters must have a good idea of the candidate's basic aptitude. Whoever guides the candidate to the program needs to have knowledge of the student's interests, abilities and experience. These can be measured by a variety of assessment methods, which should be performed upon program entry. The assessment can help determine extent and level of training each individual should receive.

The minimim basic skills requirement for mathematics and language skills is specified on the curriculum framework. Assessment should determine the level at which the student can read, write, calculate mathematics and understand the English language. It is appropriate for the program advisory committee and the school to develop some selection criteria based on minimum skill levels. These criteria should remain flexible in order to maximize educational opportunity for all applicants. Additionally, vocational educators must make every effort to serve the variety of "special needs" students and to eliminate sex-bias and stereotyping in all occupational areas.

ADVISORY COMMITTEE

It is imperative that representatives of industry be organized into an advisory committee. Constantly changing technological demands of our society will continue to stimulate changing industrial patterns. Therefore, effective use of program advisory committees is vital to the successful implementation of vocational training programs. Advisory committees provide expert technical advice which is not easily obtainable elsewhere, offer external support of policies and have tremendous public relations potential.

The most effective advisory committees are those whose members have mutual respect for each other's abilities and vested interest in the training program because of their need for trained workers. The program advisory committee is also one of the most effective means of facilitating placement. Its role can be:

- To contact local industry and encourage them to use the school's placement office as a means of filling jobs
- To develop an effective procedure for interviewing and evaluating potential employees suggested by the school
- To assist in gathering accurate and current job information as it becomes available

COUNSELING AND GUIDANCE

Counseling of students serves two purposes. It guides the student into the program and it supports enrolled students on a continuing basis throughout the program. Much day-to-day counseling will be the responsibility of the teacher. The teacher has the most contact with the student and is in a position to detect and correct a problem. Each student will encounter new problems as the program develops. The teacher's job is to work with the student to help identify problems and then strive for solutions. The teacher will provide much of the counseling that focuses on trade knowledge and skills.

The professional counselor cannot be expected to have the subject matter expertise of the primary teacher. The counselor, however, can focus on the student's needs related to other issues such as personal growth, interests and attitudes. The ideal situation will provide at least one counselor with current knowledge of industry standards for career counseling. A useful tool which should be used in the counseling process is the Career Merit Achievement Plan (Career MAP) which presents minimum instructional content keyed to student performance standards. Career MAPs are available for each industrial program area, and can be used to document student achievement, isolate student interests, talents and weaknesses. They are also useful for placement purposes. Information on Career MAPs may be obtained by contacting the Department of Education, Division of Vocational, Adult, and Community Education, (904) 488-0484.

STUDENT PLACEMENT

Implementing an effective placement system is integral to developing a successful vocational training program. **S.B.E. Rule 229.551 (3)(g)** requires 70 percent placement of students who have completed a vocational training program. Although placement is not always a problem, as with students already working in a related occupation, the placement program should place emphasis upon students who are seeking entry-level employment since these students have little or no experience with industry.

The task of the placement program is to locate job openings in the community. The placement coordinator or teacher must know each student's personal aims and interests in addition to the information stated on the achievement record. In many cases, teachers are the best source to match students to job openings because of their contacts with the industry advisory committee. Input concerning employment openings must come from individual business establishments in the community. The placement coordinator should introduce a student to as many suitable job openings as possible. Conversely, employers can then be expected to interview as many qualified candidates as possible.

Cooperative Education

COOPERATIVE EDUCATION APPLICABILITY

Normally, a student will complete the entire program as a full-time student before obtaining employment as a computer service technician. However, there may be situations where a student could be allowed to complete part of the program while employed as a computer service technician. At this time it is appropriate for the student to enroll in industrial cooperative education (ICE). Guidelines for this training plan are provided in the "Industrial Cooperative Education Program Guide," published by the Division of Vocational, Adult, and Community Education, Order # IE 508 BK 87.

Industrial cooperative education is a method of instruction designed to prepare students for jobs in the community. This method is a joint effort between the school and the business community. Student trainees receive a combination of instruction in the classroom and related on-the-job training through employment. Learning experiences are jointly planned and supervised by the teacher and the employer. Cooperative education is relevant to the needs of the student preparing for a work role, and will help the student to achieve success and personal satisfaction as the transition is made from school to the constantly changing world of work.

Cooperative education is defined in the Federal Register, Volume 39, number 143, Vocational Education, Section 102.96, as a program ". . . to prepare students for employment, through: (a) providing meaningful work experiences combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes, (b) removing the artificial barriers which separate work and education, (c) involving educators with employers, creating interaction whereby the needs and problems of both are made known, thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations . . . ."

PURPOSE

Cooperative Education is for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related instruction by alternation of study in school with a job in any industrial occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternative half days, full days, weeks or other periods of time to fulfill objectives of the cooperative education program.

GOALS AND OBJECTIVES

The primary goal of the cooperative method of vocational education is to prepare skilled, responsible individuals who can assume a productive role in the community. Specific objectives to meet the primary goal are:

- To prepare individuals for employment, adjustment and advancement in specified occupations or occupational areas (primary objective)
- To provide an understanding of the contribution of work to the social and economic welfare of our nation
- To provide students with an understanding and appreciation of the American free enterprise system
- To foster an awareness of the civic, social and moral responsibilities of individuals to society

- To stimulate students' interest in their chosen occupational fields and provide an understanding of the opportunities in each field
- To provide training that results in increased efficiency in performing job tasks
- To provide curriculum which is sensitive and adaptable to changes in occupational practices and procedures as they are affected by societal, economic, technical and educational developments
- To strive to develop a greater appreciation of the value of specifically trained personnel among employers, employees and consumers
- To reinforce skills learned in the school laboratory
- To provide experiences on tools and equipment not available in the school laboratory
- To supplement and broaden the school curriculum into areas not otherwise available

Student Organization Participation

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The **S.B.E.** Rules authorize vocational student organizations as an integral part of the vocational education program as stated in **S.B.E. 6A-6.064 (7)** and **6A-6.065 (8).**

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

VICA is an organization for secondary or postsecondary students enrolled in trade and industrial education programs in high schools, area vocational technical centers and junior and community colleges. It is the only national and international organization for trade and industrial students. The organization is designed to expand and enrich opportunities for leadership, social awareness and civic responsibility in vocational students.

Students who participate in VICA activities are often better prepared for the world of work. They acquire knowledge of the many opportunities available in their chosen careers and become aware of the value of their

contributions to society. They are also given opportunities to develop and utilize their talents and abilities in ways that otherwise would not be available to them.

BENEFITS OF VICA MEMBERSHIP FOR THE STUDENT

Membership in VICA offers the student the opportunity for growth and development in the following areas:

School and Community Service Activities Students in VICA become involved in various school and/or community services. These may include clothing or food collections for the needy, donation of time and service to the elderly and participation in fund raisers or similar activities.

Social Interaction with Fellow Students Activities are also available that offer students time for relaxation and fun. Social activities of this type may be held on a regular basis. They might be held on the school campus during school hours, or off campus after school. More formal functions would include end of the year award banquets or industry/employer appreciation dinner banquets.

Competition in Skill and Leadership Contests VICA offers various contests in all the skill and leadership areas it serves. Often, teachers identify talented students who represent their school in regional competitions. However, any student member of VICA may compete. Instructors should conduct planned contests within their trade areas. This also pertains to leadership areas. First and second place regional winners then move on to the state level contest. The state winners then compete at the national level of the United States Skill Olympics.

INSTRUCTIONAL RESOURCES

STUDENT REFERENCE MATERIALS

Necessary instructional texts or pertinent material should be available for each student to satisfy training objectives. When textbooks are used, the copyright date should be as current as possible.

SERVICE MANUALS

Manuals with current manufacturer's service procedures and specifications should be available. These manuals must be located where students can use them while working in the shop area.

PERIODICALS

Current general and technical magazines and newspapers should be available for student and instructor use.

The following list of suggested resources is organized under each outcome shown in the curriculum framework. These resources have been recommended by instructors and program administrators through statewide surveys.

01.0 DEMONSTRATE PROFICIENCY IN COMPUTER SYSTEMS ARCHITECTURE

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
IBM PC Advanced Troubleshooting and Repair Guide Robert C. Brenner ISBN#0-672-22590-5	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
IBM PC Troubleshooting and Repair Guide Robert C. Brenner ISBN#0-672-22358-9	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
IBM Personal Computer Troubleshooting and Repair ISBN#0-672-2262-6	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Microcomputer Hardware, Operator, and Troubleshooting with IBM PC Applications Byron W. Putman	PRENTICE-HALL, Division of Simon & Schuster	text
Microcomputer Troubleshooting James Perozzo ISBN#0-8273-2500-2	DELMAR PUBLISHING	text
Microcomputer Troubleshooting Heath	HEATH COMPANY	text
Microcomputer Troubleshooting and Repair John G. Stephenson ISBN#0-672-22629-4	McGRAW HILL BOOK COMPANY	text
Small Computer Theory and Applications Dailey	McGRAW HILL BOOK COMPANY	text
Troubleshooting IBM PC's and Clones	CHILTON BOOK COMPANY	text

02.0 DEMONSTRATE PROFICIENCY IN SOFTWARE FUNDAMENTALS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Computers and Computer Languages Silverman and Turkiew	McGRAW HILL BOOK COMPANY	text
Discovering MS-DOS Kate O'Day ISBN#0-672-22407-0	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Learning Assembly Language Heath	HEATH COMPANY	text
MS-DOS Heath	HEATH COMPANY	text
MS-DOS Handbook	McGRAW HILL BOOK COMPANY	text
PC-DOS Tips and Traps	McGRAW HILL BOOK COMPANY	text
Understanding MS-DOS Kate O'Day ISBN#0-672-27067-6	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text

03.0 DEMONSTRATE AN UNDERSTANDING OF COMMUNICATION INTERFACING

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Computer Connection Mysteries Solved Graham Wideman ISBN#0-672-22526-3	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Data Communications Schweber	McGRAW HILL BOOK COMPANY	text
Data Communications	PRENTICE-HALL, Division of Simon & Schuster	text

Data Communications Testing and Troubleshooting ISBN#0-672-22616-2	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Local Area Network Book E. G. Brooner ISBN#0-672-22254-4	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
RS-232 Made Easy Martin Seyer ISBN#0-13-783472-1	PRENTICE-HALL, Division of Simon & Schuster	text

04.0 DEMONSTRATE AN UNDERSTANDING OF PERIPHERAL EQUIPMENT

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
IBM PC Peripheral Troubleshooting and Repair Charles J. Brooks ISBN#0-672-22529-8	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Microcomputer Hardware Operation and Troubleshooting	McGRAW HILL BOOK COMPANY	text
Printer Troubleshooting and Repair John Helborn ISBN#0-672-22543-3	HOWARD W. SAMS AND COMPANY, Division of Macmillan, Inc.	text
Television Simplified Milton Kiver ISBN#0-8273-0492-7	DELMAR PUBLISHING	text

05.0 DEMONSTRATE AN UNDERSTANDING OF CUSTOMER SITE REQUIREMENTS AND CONSIDERATIONS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
NONE		

PUBLISHERS' ADDRESSES

CHILTON BOOK COMPANY
Chilton Way
Radnor, PA 19089
215-964-4000

DELMAR PUBLISHING
2 Computer Drive West
Albany, NY 12212
518-459-1150

HEATH COMPANY
Post Office Box 1288
Benton Harbor, MI 49022
800-253-0570

HOWARD W. SAMS AND COMPANY
Division of MacMillan, Inc.
4300 W. 62nd Street
Indianapolis, IN 46268
800-428-7267

McGRAW HILL BOOK COMPANY
1221 Avenue of the Americas
New York, NY 10020
212-512-2000

PRENTICE-HALL
Division of Simon & Schuster
Route 9 West
Englewood Cliffs, NJ 07632
201-592-2000

FACILITIES

Facility Design Recommendations

Facilities, tools and equipment are essential parts of training programs, and must be designed to meet State program standard requirements and instructional objectives. This section of the Program Guide contains information for setting up classroom and laboratory facilities. Facility design criteria and space requirements are specified in **S.B.E. Section B, Chapter 6A-2.**

TEACHING FACILITIES

The instructional environment should duplicate, as closely as possible, the real-life work environment the student will enter after graduation. The more the school resembles the industrial environment, the easier it will be for the student to make the transition from school to work. Tools, supplies and equipment should conform to local industry standards. The teacher should actively pursue supplemental resources to expose the students to state-of-the-art equipment.

All facilities should include classroom space, as well as space for regular classroom equipment such as audio-visual equipment. Laboratory facilities should be equipped with work stations or workbenches, tables, chairs and special training aids to demonstrate basic principles and theory. They should contain enough tools and equipment to enable several students to work individually on the same learning activity.

UPDATING FACILITIES

To keep pace with technological changes and improvements, facilities must be updated on a continuing basis. When planning facilities, priority must be to provide space which will fulfill changing needs of the instructional program. Buildings should be designed with flexibility to expand in order to accomodate future program changes and to allow for greater ease of facility updating. The program advisory committee should be used to assist the school in establishing priorities for obtaining facilities, tools and equipment. Careful planning and analysis of current and future needs will lead to the establishment of an effective training environment.

SCHOOL FACILITIES

Computer Electronics Classroom/Laboratory Areas

This section of the program guide provides guidelines for Computer Electronics program facilities. All vocational programs must meet additional requirements specified in **S.B.E. Section B, Chapter 6 A-2**.

The classroom/laboratory areas should include sufficient student work stations. Each work station should be equipped with special lighting, as necessary. The work stations should provide shelving on which test equipment will be placed. The shelving should be above or adjacent to the bench work area.

The laboratory should include electrical outlets providing 110 volts at each work station. Electrical outlets should be permanently mounted to the work station benches. Additional electrical outlets should be installed along the walls and in the center areas of the laboratory. Electrical outlets in the center areas should be mounted on posts between the ceiling and work stations or on pull down extension systems. Special electrical wiring may be required to supply power requirements of specialized equipment. All electrical service must be installed according to local building code requirements.

CLASSROOM/LABORATORY FACILITIES

Space requirements for **new** facility construction for this program are specified in **S.B.E. Rule 6A-2.032** as shown below.

NEW FACILITIES
COMPUTER ELECTRONICS TECHNOLOGY

Occupant Design Stations	20
Net Square Feet Per Occupant	
Minimum	72
Normal	76
Maximum	79
Total Net Square Feet	
Minimum	1440
Normal	1520
Maximum	1580

WORK STATION ARRANGEMENT

The arrangement of work stations and specialized equipment depends upon the general layout of the facilities, but careful consideration must be given to convenience to entrances and exits, easy movement among work stations and tool/storage areas. The area should have a counter convenient to work stations. Overall layout of the facility should be planned so that the location of entrances and exits permits a logical flow of work in progress. One of the most critical factors in planning a facility is the arrangement of work stations to obtain a safe, efficient traffic pattern.

ADDITIONAL FACILITY CONSIDERATIONS

Training Stations

Training stations and live work areas must be available in the type and number required to meet program goals and performance objectives.

Instructional Area

A classroom or designated area of the laboratory should be available for lecture, instruction, viewing audio visual materials and other nonshop activities.

Personal Tool/Equipment Storage Area

A secure storage room or area should be provided, with enough shelf space for student supplies/tool boxes and floor space for equipment.

General Storage

Storage areas for tools, parts, supplies and machines must be sufficient to support the activities outlined in the program goals and performance objectives.

Office Space

An area separate from the classroom and laboratory should be available and convenient for use by the instructor(s) as an office.

Maintenance

A regular facilities maintenance program must be implemented to ensure that equipment and facilities are safe and usable to meet instructional needs.

Housekeeping

The classroom, laboratory and support area(s) must be kept clean and orderly.

Ventilation

A fume/dust removal system should be in place and operable. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning. Ventilation requirements are stated in **S.B.E. Rule 6A-2.066.**

First Aid

A first aid station must be in place, well marked and complete with appropriate supplies.

Support Facilities

Restrooms, clean-up areas and lockers convenient to the shop should be available for students.

Safety

The facilities must meet all Occupational Safety and Health Administration (OSHA) safety standards, where applicable.

Facility Evaluation

The program advisory committee should be asked to conduct an annual evaluation of the facilities to insure the program's continuing capability to meet instructional objectives.

Safety, Maintenance and Liability

SAFETY

S.B.E. Rule 6A-2.097

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the State Board of Education Rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage and illumination. Subsection 6A-2.097 contains safety regulations pertaining to vocational classes.

The statute requires 100 percent protection of every student and teacher participating in laboratory work wherein the type of activities listed in the statute above are conducted. This will include: demonstration by teachers or students, students and teachers present in a room or laboratory when students are engaged in make-up work or project work, and when anyone is using tools for construction or repair work involving the shaping or cutting of any solid materials.

Rules and regulations for an eye protection program should be organized and distributed to teachers, students and school personnel. Safety devices should be worn by those participating in the activity and by those who are observers or who may be in close proximity.

Electrical Safety

Safety hazards present in electrical or electronic shops include the possibility of electric shock, touching hot electrical components, or being hit by sparks or materials from exploding electrical components.

Special instructions should be provided to students concerning the following safety hazards:

1. Electric shock
   A. How to avoid electrical shock
   B. What to do for individuals who are subjected to electrical shocks

2. Burns
   A. How to identify and handle hot electrical components
   B. Treatment of minor burns

3. Exploding materials
   A. Causes of explosions and types of components likely to explode
   B. Protection from flying materials

Marking of Hazardous Areas

Floors, walls, posts, stationary objects, machinery and equipment should be properly painted, marked, coded or identified, according to recommended safety practices of OSHA, the school board and industry.

Emergency Procedure For Injuries

The following procedures are recommended in the event of an injury or sudden illness in a student:

- Refer to the red "fire or medical emergency" signs posted in appropriate areas.
- Provide immediate first aid if so qualified.
- Notify appropriate personnel to advise them of the problem. They can also contact emergency trained personnel on campus.
- A conscious person has the right to refuse treatment and/or transportation to a medical facility.
- Advise students that they will be financially responsible for ambulance and emergency care.

- The paramedics will assume patient care upon arrival.
- If emergency transportation is not indicated, the student may spend time at the clinic, be allowed to go home or go to a medical facility.
- Be sure to complete the appropriate student injury form for any and all accidents or sudden illness.

MAINTENANCE

Schools should have the necessary facilities for routine maintenance. Special maintenance requirements for this program concern the electronic trainers and test equipment. Arrangements must be made to accomplish routine and non-routine maintenance on the trainer stations, test equipment, soldering equipment and computer systems. Maintenance arrangements can be made through the school's laboratory, the manufacturer or an outside agency.

VOCATIONAL TEACHER LIABILITY

Liability of Teacher and School Board

Negligence of vocational education teachers can cause unnecessary injury, and may result in teacher and school district liability. Vocational teachers are recommended to carry personal liability insurance. To reduce the risk of liability and injuries, the following suggestions are provided.

- Follow accepted policies of the school board.
- Do not allow students to use equipment or tools which have not been approved by the administration and Board of Education.
- Establish safety rules and enforce them.
- Do not leave the shop/laboratory while students are working.
- Do not permit non-enrolled students to use the shop/laboratory.
- Do not allow students to use machines or tools for which instruction has not been given.
- Do not approve unsupervised student activities inside or outside the shop/laboratory.
- Prepare accident forms for all accidents.

- Regularly inspect the workplace and equipment for defects or potential hazards and maintain documentation of unserviceable or hazardous items.
- Consider age, maturity, skill and ability of students when providing instruction and supervision.
- Adminster safety tests to students upon completion of the demonstration of a specific machine, tool or process and keep documentation on file in your office.
- Require all students to wear eye protection devices, when appropriate, for laboratory activities.

SUGGESTED EQUIPMENT LIST

General Classroom Equipment

DESCRIPTION

Chalkboard/Whiteboard

Bulletin board

Bookcases

Cabinet-storage

Student study stations

Audio-visual equipment as needed

Laboratory Tools and Equipment

These tools and items of equipment are normally used in this program. Equipment items are listed under each outcome, corresponding to the curriculum framework. Consumable supplies should be readily available to assure continuous instruction. Consumable supplies such as solder and wire are not contained in the equipment list.

01.0 DEMONSTRATE PROFICIENCY IN COMPUTER SYSTEMS ARCHITECTURE

DESCRIPTION

Bus monitor card for IBM PC (Applied Physics Company Model Crowcard, or equivalent)
Computer printed circuit boards & components
Computer servicing & troubleshooting software
Desktop computer microprocessor trainer system or equivalent
Frequency counter (Leader LDC 8235 or equivalent)

Multimeter, digital (DMM) (Tektronix model CDM 250 or equivalent)
Logic analyzer (Interplex or Global 1620A or equivalent)
Logic probes, digital (Beckman Circuitmate LP-10 or equivalent)
Oscilloscope, dual trace, 20 MHZ, with delay line and probes (Tektronix 2225 or equivalent)
Oscilloscope, four channel, 100 MHZ (Iwatsu SS5710 or equivalent)
Power supplies, 120V, surge protected
Trainer systems, microcomputer (Heath/Zenith EZ 150 or equivalent)
Trainer systems, microprocessor (Heath/Zenith ETW 3800 or equivalent)
Trainer systems, microprocessor or equivalent including: chip: microprocessor; chips: LSSI, MSI & SSI; connectors: 2, ZIF, 50-pin or equivalent, display modules; 6, 7-segment; keypad, HEX, 16-key, dual function; monitor program, 2K, in ROM; user RAM, 1K
Transistor checker (Leader LTC 906A or equivalent)
Volt-ohm-milliameter (VOM)

02.0 DEMONSTRATE PROFICIENCY IN SOFTWARE FUNDAMENTALS

DESCRIPTION

Computer floppy disk & hard disk drives
Computer servicing and troubleshooting software appropriate for lab equipment
Desktop computer trainer (Heath/Zenith EZ 151 or equivalent)
Flow chart template

03.0 DEMONSTRATE AN UNDERSTANDING OF COMMUNICATION INTERFACING

DESCRIPTION

Computer printers & terminals
Local Area Network (LAN) with cables and interfacing equipment
Modem devices

04.0 DEMONSTRATE AN UNDERSTANDING OF PERIPHERAL EQUIPMENT

DESCRIPTION

Breakout boxes (RS-232, RS-449, Centronics, GPIB or equivalent)
Interconnection cables and appropriate connectors
Trainer, floppy disk alignment, with drives

05.0 DEMONSTRATE AN UNDERSTANDING OF CUSTOMER SITE REQUIREMENTS AND CONSIDERATIONS

DESCRIPTION

Anti static devices

PROFESSIONAL DEVELOPMENT

Teacher Technical Updating

Technical updating workshops are scheduled periodically throughout the State, usually in the summer months. Teachers should take advantage of the opportunity to attend the computer electronics technical update workshops when they are held. All instructional staff are encouraged to participate in as many training opportunities as possible.

Teachers should seek opportunities with local companies to maintain currency with industry trends. During periods when school is not in session, teachers are encouraged to make arrangements to return to industry for suitable involvement in their area of expertise.

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and sound professional growth experiences at local, state, regional and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field. Teachers are encouraged to maintain affiliation with professional organizations. A list of professional organizations follows this section of the guide.

Teacher Standards

As a prerequisite to certification, teachers must have the required years of experience in the appropriate technical field as defined in the certification standards. For the Computer Electronics program, the requirements are six years continuous experience in computer electronics. The teacher is then judged qualified to teach upon meeting one of the following criteria: (1) regular or temporary Florida teacher's certificate with appropriate coverage, (2) Approval of local school board consistent with adopted school policy or (3) regular or temporary Florida teacher's certificate with other than appropriate coverage (has met all occupational experience requirements prescribed as a prerequisite to appropriate certification and has been approved by the school board to teach

out-of-field.) Refer to the Curriculum Framework for this program to determine the appropriate occupational specialization coverage required for certification.

Instructional staff must have technical competency and meet all State and local requirements for certification. Instructors should hold current, nationally recognized certification in the subject areas taught, if awarded. Beginning teachers must be enrolled in the State Beginning Teacher Program.

A systematic method of obtaining "substitute" instructors, approved by the school board, should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instructor in the occupational area and specific competencies taught.

Professional Organizations and Support Services

EDUCATION ORGANIZATIONS

AMERICAN VOCATIONAL ASSOCIATION (AVA)
1410 King Street
Alexandria, VA 22314
800-826-9972

FLORIDA ASSOCIATION FOR TRADE AND INDUSTRIAL EDUCATION, INC. (FATIE)
Florida Department of Education
Industrial Education - Vocational Division
Knott Building
Tallahassee, FL 32399
904-488-0484

FLORIDA VOCATIONAL ASSOCIATION (FVA)
1420 North Paul Russell Road
Tallahassee, FL 32399
904-878-6860

FLORIDA VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)
Florida Department of Education
Knott Building
Tallahassee, FL 32399
904-488-0484

TRADE ORGANIZATIONS

This list contains trade associations and technical societies. Many offer training programs of some sort, either directly or through their member companies. Specific details should be requested in writing.

ARMED FORCES COMMUNICATIONS AND ELECTRONICS ASSOCIATION (AFCEA)
4400 Fair Lakes Court
Fairfax, VA 22033-3899
703-631-6178

NATIONAL ASSOCIATION OF RADIO AND TELECOMMUNICATIONS ENGINEERS (NARTE)
Post Office Box 15029
Salem, OR 97309
503-581-3336

ELECTRONIC INDUSTRIES ASSOCIATION
2001 Eye Street, Northwest
Washington, DC 20006
202-457-4900

INSTITUTE OF ELECTRICAL AND ELECTRONIC ENGINEERS (IEEE) 345 East 47th Street
New York, NY 10017
212-705-7900

COMPUTER AND COMMUNICATIONS INDUSTRY ASSOCIATION
666 11th Street, Northwest
Washington, DC 20001
202-783-0070

COMPUTER AND BUSINESS EQUIPMENT MANUFACTURING ASSOCIATION (CBEMA)
311 First Street, Northwest, 5th Floor
Washington, DC 20001
202-737-8888

COMPUTER AIDED MANUFACTURING INTERNATIONAL (CAM-I)
611 Ryan Plaza Drive, Suite 1107
Arlington, TX 76011
817-860-1654

NATIONAL ELECTRICAL MANUFACTURERS ASSOCIATION
2101 L Street, Northwest, Suite 300
Washington, DC 20037
202-457-8400

AMERICAN ELECTRONIC ASSOCIATION (AEA)
2680 Hanover Street
Palo Alto, CA 94304
408-720-0117

ELECTRONICS TECHNICIANS ASSOCIATION, INTERNATIONAL (ETA-I)
604 North Jackson
Greencastle, IN 46135
317-653-8262

INSTITUTE FOR INTERCONNECTING AND PACKAGING ELECTRONIC CIRCUITS (IPC)
7380 North Lincoln Avenue
Lincolnwood, IL 60646
312-677-2850

INTERNATIONAL SOCIETY OF CERTIFIED ELECTRONICS TECHNICIANS (ISCET)
2708 West Berry, Suite #8
Fort Worth, TX 76109
817-921-9101

JOINT ELECTRONIC DEVICE ENGINEERING COUNCIL (JEDEC)
2001 I Street, Northwest
Washington, DC 20006
202-457-4971

NATIONAL ELECTRONIC SERVICE DEALERS ASSOCIATION (NESDA)
2708 West Berry Street
Fort Worth, TX 76109
817-921-9061

SEMICONDUCTOR EQUIPMENT AND MATERIALS INTERNATIONAL (SEMI)
805 East Middlefield Road
Mountain View, CA 94043
415-964-5111

SEMICONDUCTOR INDUSTRY ASSOCIATION (SIA)
10201 Torre Avenue, Suite 275
Cupertino, CA 95014
408-973-9973

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

IE546 BK-91

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

COMPUTER ELECTRONICS TECHNOLOGY

(0647.010400)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner of Education

DIVISION OF VOCATIONAL, ADULT AND COMMUNITY EDUCATION
Robert S. Howell, Director

DEVELOPED BY:
University of South Florida
Department of Adult and Vocational Education

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

ACKNOWLEDGEMENTS

PARTNERSHIP WITH INDUSTRY

The following industry representatives are recognized, in addition to original industry members, for their valuable contributions to the identification and validation of the Computer Electronics Technology competencies reflected in this MAP:

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Joe Smariga, Computers for Business Int.
Chuck Wilhite, Tandy Computer

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE COMPUTER ELECTRONICS TECHNOLOGY ACHIEVEMENTS OF:

Student's Name _____

Student ID Number _____

Student's Address _____

_____

Initial Instructor _____

School _____

Date Started _____

PRIMARY JOB TITLE(S) FOR COMPUTER ELECTRONICS TECHNOLOGY

- Data Processing Equipment Repairers OES(85705606)
- Computer Service Technicians DOT#(003.161-014)

Program completers qualify for the primary job title(s) listed above. Related job titles may be added based on those job titles found in industry and/or the Dictionary of Occupational Titles.

OVERVIEW

This Career MAP includes the competencies required for entry into the field of computer electronics. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their workforce needs.

PURPOSE OF THE MAP

The purposes of the MAP are: to display the student performance standards (SPS) required by the LEA and to document the level of achievement on student performance standards that the student demonstrates.

HOW TO USE THE MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement and teacher recruitment, selection and updating. If the LEA changes or adds student performance standards, the revised or additional student performance standards should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on student performance standards. By periodically reviewing the ratings on student performance standards, the instructor can identify a student's strengths and weaknesses and, on that basis, identify the skills for which the student needs remedial instruction or advanced training. The MAP can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate student performance standards and to fill in the verification form/cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the student performance standards mastered by the student (a prospective employee) and the proficiency level achieved on each student performance standard. This information can help the employer make decisions about hiring, job assignments and job-training needs.

RATING STUDENT PERFORMANCE STANDARDS

Performance Competencies. Ratings on student performance standards should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

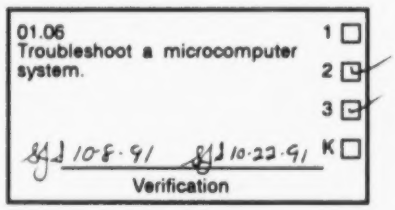
For each skill listed the learner receives a rating of 1, 2 or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this student performance standard, but is not yet able to apply that knowledge or understanding.

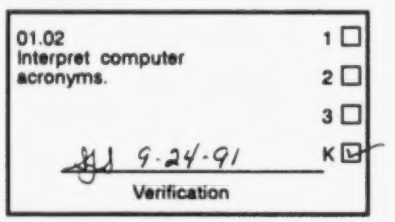
2 = Learner performs this student performance standard satisfactorily with only periodic supervision.

3 = Learner performs this student performance standard satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2 or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: A student performance standard without a checked rating indicates that the learner has not mastered the standard from lack of either ability, time, opportunity or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE PROFICIENCY IN COMPUTER SYSTEMS ARCHITECTURE.

01.01 Draw & explain systems configurations in block detail. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Interpret computer acronyms. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 Identify & define priorities & interrupts at system level. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Define & list direct memory access handling systems. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.05 Define functions of advanced memory techniques (e.g. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.06 Troubleshoot a microcomputer system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 DEMONSTRATE PROFICIENCY IN SOFTWARE FUNDAMENTALS.

02.01 Load & run operating system software. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Load & run diagnostic software & utilities. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Construct flow charts. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.04 Analyze flow charts. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.05 Identify & define computer languages & their uses. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.06 Write a simple computer program in BASIC. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.07 Read a PROM. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.08 Erase & program an EPROM. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.09 Analyze firmware concepts. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.10 Troubleshoot firmware using defined hardware. 1 2 3 K Verification	02.11 Analyze firmware writing concepts. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

03.0 DEMONSTRATE PROFICIENCY IN COMMUNICATION INTERFACING.

03.01 Identify & define serial & parallel interface standards. 1 2 3 K Verification	03.02 Identify, define & configure sync & async devices. 1 2 3 K Verification	03.03 Demonstrate the use of interface devices. 1 2 3 K Verification
03.04 Identify & define networking levels. 1 2 3 K Verification	03.05 Identify & define protocols. 1 2 3 K Verification	03.06 Troubleshoot & repair network systems. 1 2 3 K Verification
03.07 Identify & define multiuser systems. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

04.0 DEMONSTRATE PROFICIENCY IN PERIPHERAL EQUIPMENT.

04.01 Install, analyze & troubleshoot interface controllers. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.02 Install, analyze & troubleshoot display terminals. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.03 Install, analyze & troubleshoot printer. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.04 Install, analyze & troubleshoot magnetic tape equipment. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.05 Install, analyze & troubleshoot disk drive equipment. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.06 Define environmental requirements for peripherals & media. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

05.0 DEMONSTRATE PROFICIENCY IN SITE REQUIREMENTS AND CONSIDERATIONS.

05.01 Apply effective customer relations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.02 Follow installation procedures. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.03 Calculate & determine power requirements. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.04 Calculate & determine environmental requirements. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.05 List & perform preventative maintenance techniques & requirements. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

COMPUTER ELECTRONICS TECHNOLOGY

06.0 DEMONSTRATE PROFICIENCY IN CUSTOMER RELATIONS.

06.01 Describe effective listening techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.02 Describe techniques for instilling customer confidence. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.03 Describe techniques for keeping the customer informed. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.04 Demonstrate proper follow-up techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

0.0 DEMONSTRATE EMPLOYABILITY SKILLS.

0.01 Conduct a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	0.02 Secure information about a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	0.03 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
0.04 Complete a job application form correctly. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	0.05 Demonstrate competence in job interview techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	0.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
0.07 Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	0.08 Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	0.09 Demonstrate acceptable employee health habits. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

00.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

00.01 Define entrepreneurship. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	00.02 Describe the importance of entrepreneurship to the American economy. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	00.03 List the advantages & disadvantages of business ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
00.04 Identify the risks involved in ownership of a business. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	00.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	00.06 Identify the business skills needed to operate a small business efficiently & effectively. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

P.O.W.E.R. SKILLS (PRINCIPLES OF WORK ENVIRONMENT READINESS)

000.0 COOPERATIVE WORK EXPERIENCE COMPETENCIES.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

The instructor should verify the level of mastery achieved by the student by initialing the competency box each time the student masters a competency. Later, if the student achieves a higher degree of mastery of a competency, the higher degree should be recorded and verified by the instructor.

INSTRUCTOR SHOULD SIGN FULL NAME AND SCHOOL NAME AND ADDRESS IN THE SPACE BELOW.

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with employers as shown below:

Dates _____ Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

Dates _____ Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

Dates _____ Employer _____

Address of Employer _____

Supervisor _____

Supervisor Title _____

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NOTES

This section of the MAP is provided so the instructor, employer, or student may list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

IE547 BK-91